

Markscheme

May 2019

History

Higher level

Paper 3 – history of the Americas

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Apply the markbands that provide the “**best fit**” to the responses given and **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme. Responses that offer good coverage of some of the criteria should be rewarded accordingly. **If you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> • Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. • Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. • Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10–12	<ul style="list-style-type: none"> • The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. • Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	<ul style="list-style-type: none"> • The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	<ul style="list-style-type: none"> • The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. • Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.

1–3	<ul style="list-style-type: none"> • There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	<ul style="list-style-type: none"> • Response does not reach a standard described by the descriptors above.

Section 1: Indigenous societies and cultures in the Americas (c750–1500)

1. “Warfare was essential to the maintenance and expansion of political organization.” Discuss with reference to **one** pre-Columbian society.

The question requires that candidates offer a considered and balanced review of the statement that warfare was essential to the maintenance and expansion of political organization. Candidates may offer equal coverage of warfare's contributions to maintenance of power and to its role in terms of expansion, or they may prioritize the discussion of either one. However, both aspects will be a feature of the response. Candidates may refer to warfare as a means to legitimize leaders through the acquisition of sacrificial victims to offer to Gods (for example, the Flower Wars of the Aztecs). They could also discuss warfare's role in suppressing internal rebellions that challenged established authority and to accessing economic resources to prevent internal rebellions. Candidates may also refer to warfare in its ability to expand the political organization, subjugating neighbours and achieving military dominance. To illustrate, they may refer to the struggle between Mayan city states Calakmul and Tikal.

2. Examine the religious significance of the relationship between man and nature in **two** indigenous societies.

The question requires that candidates consider the interrelationship between religion, man and nature in two indigenous societies. The two societies may or may not have been contemporaneous with each other. Candidates may offer equal coverage of the two societies, or they may prioritize their discussion of one over the other. A comparative approach may or may not be used. Nature played an important role in the religious explanations of the creation of Earth and of mankind; gods and other divine creatures were represented by animals, plants and other natural elements. Indigenous societies attributed animals and plants healing to supernatural powers. Candidates may also discuss the significance of animal sacrifices to gain the favour of gods and/or may discuss the interpretations of natural phenomenon as indications of the will of the gods or omens.

Section 2: European explorations and conquests in the Americas (c1492–c1600)

3. Examine the consequences of Cortés's conquest of the Aztecs for Spanish exploration of Latin America.

The question requires that candidates consider the interrelationship between Cortés's conquest of the Aztecs and Spanish exploration of Latin America. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may address consequences by examining the ways in which the swiftness of the conquest of Mexico was interpreted by Spaniards as proof of their superiority and, thus, encouraged further explorations. Additionally, the wealth found in the Aztec Empire made the Spaniards eager for further exploration of Yucatan, Honduras and Guatemala. Cortés's conquest encouraged further exploration of the Mexican Pacific coast to find a strait connecting the Atlantic and the Pacific oceans. This led to the exploration of Baja California. Candidates may refer to the ambition of explorers and how it led to conflict. For example, Captain Cristobal de Olid, who explored West Mexico and Honduras by order of Cortés, defied him in 1524.

4. Discuss the impact of the Law of Burgos (1512) on the indigenous peoples of Spanish America.

The question requires that candidates offer a considered and balanced review of the impact of the Law of Burgos on the indigenous people of Spanish America. The impact of the law may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may refer to the 35 laws of Burgos as the first attempt of the Spanish government to regulate the treatment of indigenous people in the Americas. The laws set regulations for working and living conditions as well as prohibiting the punishment of indigenous peoples by the *encomenderos*. Dominicans sought the reduction of maltreatment but saw the laws as inadequate and unenforceable. Abuses led to the New Laws of the Indies (1542). However, colonial opposition led to a form of the *repartimiento* being restored after 1550. Arguments may address the disparity between the language of the laws and the extent of implementation, depending upon time, place and circumstance.

Section 3: Colonial government in the New World (1500–1800)

5. Compare and contrast political organization in Spanish America and British North America.

The question requires that candidates give an account of the similarities and differences between Spanish and British colonial governments in North America, in terms of political organization, referring to both throughout. The two colonial governments may or may not have been contemporaneous with each other. Candidates may refer to how both Spain and Britain held ultimate authority over their colonies. Still, they may argue that political organization in Spanish America was directed from the Council of the Indies in Spain, while greater decentralization in British North America resulted in greater local political participation. Candidates may nevertheless address some local political organization in Spanish America with *adelantados* and *cabildos*. Candidates may also argue that there was division of power in British America, while power in Spanish America was more concentrated. Still, British property or royal colonies saw less division of power, and justice systems were set up in both British and Spanish America. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

6. Evaluate the importance of plantations in colonial American economies.

The question requires that candidates make an appraisal of colonial plantations, weighing up their importance or otherwise to colonial economies. A comparative approach between countries may or may not be used. Candidates may refer to the role of plantations in stimulating colonial economies by producing large volumes of cash crops and increasing trade volumes. Plantations promoted the development of transport infrastructure to allow export. On the other hand, candidates may evaluate the role of plantations in the development of monoculture economies, for example sugar in the Jamaican economy. Small farmers were displaced, land was taken over by entrepreneurs and economic and social inequalities arose. Candidates may also consider the volatility of the prices of the products. Both importance and limitations may be evaluated, but there does not need to be equal focus on each. Other relevant factors, for example the development of the slave trade to support the demand for labour, may also be addressed.

Section 4: Religion in the New World (1500–1800)

7. Evaluate the impact of religious orders in Spanish America.

The question requires that candidates make an appraisal of the impact of religious orders in Spanish America. Effects may extend beyond the timeframe of the section, but they must be clearly linked to the impact of religious orders. A comparative approach between orders and/or countries may or may not be used. Jesuits and Franciscans founded some of the first education centres in the region and taught indigenous peoples to read and write. Dominicans, (for example, de Las Casas), advocated for more humane treatment of indigenous populations. Candidates may appraise the economic and social impact of reductions and missions and/or evaluate their contribution to the struggle against slavery. Candidates may argue that the orders forced religious conversions and destroyed indigenous cultures and languages. Either for context or to illustrate limitations, candidates may refer to other relevant factors, for example the challenge to Spanish colonial authority by Jesuits, Dominicans or Franciscans.

8. Discuss the reasons for the emergence of syncretism in the Americas.

The question requires that candidates offer a considered and balanced review of the reasons for the emergence of syncretism in the Americas. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to syncretism as relevant to the contact between all European colonial elements and their relationship with indigenous populations and African slaves, whether in Spanish, Portuguese, French or British colonial settlements. Syncretism included the mixing of Amerindian, African, Catholic and Protestant religious culture. Latin American Catholic colonies were more accepting of syncretism while North American Protestants resisted syncretism. African slaves and indigenous people disguised their beliefs in the form of Orishas (spirits of lesser deities) in the form of Catholic saints. Candidates may also discuss the attempts by religious and political officials to suppress syncretism.

Section 5: Slavery and the New World (1500–1800)

9. Evaluate the importance of the *asiento* system in the establishment and expansion of slavery.

The question requires that candidates make an appraisal of the importance of the *asiento* system in the establishment and expansion of slavery. Knowledge applied may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the demand for African slaves to provide labour on the sugar and tobacco plantations and in the mines of colonial America that resulted from the high mortality rates of the indigenous population. The Spanish attempted to fill this need by assigning *asientos* (contracts) from 1517. Given the prohibition of direct Spanish trade with Africa, Spain sold contracts to both individuals and companies from Portugal, Britain, Holland, Germany and France. After the 1713 Treaty of Utrecht, Britain acquired the *asiento* (and sold it to the British South Sea Company). A variety of factors, including the fact that the *asiento* accounted for a rather small portion of the slave trade, may be referenced to contextualize importance.

10. Discuss the reasons why Quakers **and** other early abolitionists opposed slavery.

The question requires that candidates offer a considered and balanced review of the reasons why Quakers and other early abolitionists opposed slavery. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of Quakers and other early abolitionists, or they may prioritize their discussion of one. However, both groups will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to Quakers' belief that human beings, regardless of their ethnicity, were equal and, consequently, slavery was immoral. Discussion may include references to the "Germantown Quaker Petition Against Slavery" (1688). Candidates may also discuss the violent capture of slaves, the conditions of the Middle Passage and the separation of slave families as factors contributing to early abolitionist reasons for opposition to slavery.

Section 6: Independence movements (1763–1830)

11. “The influence of ideas was the most significant factor that led to the US Declaration of Independence.” Discuss.

The question requires that candidates offer a considered and balanced review of the role of ideas in bringing about US Independence. Causes of US Independence may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the influence of the Enlightenment as supporting the existence of certain inalienable rights. Concepts such as freedom, equality before the law or the right to rebel against tyrannous governments were incorporated into the US Declaration of Independence. Candidates may discuss the influence of liberalism and republicanism. Other relevant factors, for example the discontent against British rule based on economic arguments may be referred to, but with a focus on the issue in the question.

12. Evaluate the impact of independence on the economy of **one** country of the Americas.

The question requires that candidates weigh up the strengths and weaknesses of the economic impact of independence on one country of the Americas. Candidates may refer to economic stagnation following independence, or the emergence of national conflicts. They may also argue that new governments lacked administrative skill, while self-government implied higher costs. Candidates may also refer to newly-set trade restrictions with former colonizers, affecting trading opportunities. Still, candidates may argue upon positive economic effects brought by the end to external trade monopoly with the colonizer, by opportunities now open to international capital markets, and by freedom from taxation and extractions by colonizers. While other relevant factors, for example social impact of independence, may be referred to for context, the evaluation of the impact of independence on the economy is the principal focus of the question.

Section 7: Nation-building and challenges (c1780–c1870)

13. “The War of 1812 had a greater impact on British North America than it did on the US.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Discussion may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of British North America and the US or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. Candidates may refer to the fact that the Treaty of Ghent (1814) brought no territorial change and did not address the main issues which had led to war. With the defeat of Tecumseh’s confederation, the Creek confederation and Britain’s military withdrawal, the path was opened for expansion into territory held by indigenous tribes. It may be asserted that, by their defence efforts, residents of Upper Canada ended the possibility of Canada being annexed by the US. Candidates might contest the premise by arguing that the war caused a surge in US manufacturing and contributed to a growth in nationalism.

14. Examine the conditions that led to the establishment of *caudillo* rule in **one** Latin America country.

The question requires that candidates consider the interrelationship between the rise to power of *caudillos* and the conditions that may have facilitated such rise. Candidates may refer to political conditions, including political instability after independence; centralist/federalist conflicts; regionalism; tradition of authoritarian rule; and/or support of powerful institutions such as the Church. Candidates may also refer to economic conditions, including debts arising from independence wars and stagnation in economic activity after independence. Social conditions may also be considered, including illiteracy; social inequality and lack of opportunity (especially for natives and marginalized rural workers); and/or existence of regional elites that could empower *caudillos*. Candidates might also explore the role of *caudillos*’ personal attributes and abilities that contributed to the establishment of caudillo rule. Examples may include Juan Manuel de Rosas in Argentina, José Antonio Páez in Venezuela, José Antonio López de Santa Ana in Mexico, among others.

Section 8: United States' Civil War: causes, course and effects (1840–1877)

- 15.** Discuss the arguments for and against slavery in the US.

The question requires that candidates offer a considered review of arguments made for and against slavery in the US during the period. Discussion may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of arguments for and arguments against that were made at the time, or they may prioritize their discussion of either. Religious arguments that were made for slavery might include the Biblical failure to condemn slavery and the conversion of slaves to Christianity; legal arguments that were made might emphasize the protection of property rights; economic arguments that were made may assert the alleged economic necessity of slavery to the Southern economy. Arguments against may include Enlightenment ideals embodied in the Declaration of Independence as an ideological element; the many immoralities associated with slavery as a basis for religious opposition; the mistreatment of people held as slaves; the boom–bust nature of the slave labour economy for economic opposition and the inherently unequal chattel slavery laws as a legal argument.

- 16.** To what extent did the North and South regard the compromise of 1850 as harmful to their interests?

The question requires that candidates consider the merits or otherwise of the suggestion that the North, the South or both regarded the Compromise of 1850 as harmful to their interests. While some content may predate the timeframe to provide context, it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the North and the South, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Key elements of the Compromise of 1850 included the passage of a more stringent fugitive slave act, the addition of California as a “free” state, the application of popular sovereignty in two territories and the abolition of the slave trade in Washington DC. Candidates may emphasize the emotional impact of the Fugitive Slave Act on both North and South, the political effect of increased congressional representation for the North, the differing positions on the impact of popular sovereignty in the territories and the extreme tension between the two regions over the slave trade in the nation’s capital. In general, the South regarded the compromise as possessing more potential for harm to their interests, but Northern abolitionists and Free Soil elements were also highly critical of the compromise.

Section 9: The development of modern nations (1865–1929)

17. “Industrial growth was the main reason for economic modernization in the Americas.” Discuss with reference to **one** country.

The question requires that candidates offer a considered and balanced review that includes a range of arguments as to whether industrial growth was the main contributor to the economic modernization of one country of the region. Candidates may refer to how industrial growth brought modern features to the economy, such as railroad construction that facilitated the economic integration of regions and systematic organization in factories facilitated by the use of machinery and/or introduction of new production strategies, including scientific management and assembly lines. Candidates may also argue that the second industrial revolution brought the need for modern economic reform to break up monopolies and improve working conditions. Candidates may refer to the relative significance of industrial growth in its contribution to economic modernization, arguing that other factors had greater impact. These could include: supportive government policies; adoption of export-led economies; communication advances, internal migrations, liberal immigration policy and the exploitation of natural resources.

18. Evaluate the impact of the Great Migration and the Harlem Renaissance on the condition of African Americans.

The question requires that candidates make an appraisal of the impact of the Great Migration and the Harlem Renaissance weighing up the benefits and costs these may have brought to African Americans. Candidates may offer equal coverage of the impact of the Great Migration and the Harlem Renaissance, or they may prioritize their evaluation of either one. However, both aspects will be a feature of the response. Candidates may argue that the Great Migration improved the socio-economic condition of African Americans, as northern cities offered better educational opportunities, greater freedoms, and decreased racial violence. Still, social hardships persisted, including decreased community life, housing problems, and discrimination. Candidates may describe improvements in employment; but argue that jobs were low-paid and unskilled, and workers were generally not protected by unions. Candidates may also argue that with the cultural explosion of the Harlem Renaissance, the image of African Americans changed into one of greater sophistication and that the movement gave rise to early self-determination claims and militancy. Both positive and negative effects must be clearly indicated but there does not need to be an equal number of/focus on each.

Section 10: Emergence of the Americas in global affairs (1880–1929)

- 19.** “Ideology was the main reason for the expansionist foreign policies of the US.” Discuss.

The question requires that candidates offer a considered and balanced review that includes a range of arguments as to the suggestion that ideology was the main reason for the expansionist foreign policies of the US. In respect to ideology, candidates may refer to the significance of ideas relating to Manifest Destiny and expansionism as a moral duty linked to the tenets of Social Darwinism. Economic causes for expansionist policies could also be explained, including the need for resources and markets given industrial growth and the impact of the 1870s Depression. Social factors might include the influence of Christian missionaries. Geopolitical causes for expansionist policies could be explained including the need to secure control over strategic sites, such as the Panama Canal, Hawaii, and the Samoan islands. Other political causes for expansionist policies could also be addressed, including the need to expand influence given European competition, as in Venezuela or Cuba.

- 20.** To what extent were President Wilson’s peace ideals responsible for the failure of the US to ratify the Treaty of Versailles?

The question requires that candidates consider the merits or otherwise of the suggestion that President Wilson’s peace ideals were responsible for the failure of the US to ratify the Treaty of Versailles. Causes/reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of arguments that peace ideals were responsible for the failure of ratification and alternative theories as to the failure, or they may prioritize their assessment of either argument. However, both aspects will be a feature of the response. Candidates may apply “peace ideals” by reference to Wilson’s idealistic pronouncements, his plans for peace (as expressed in the Fourteen Points), and the post-war disillusionment regarding many of Wilson’s war aims not being reflected in the Treaty of Versailles. Other relevant factors, for example Wilson’s physical incapacity, long-standing US isolationist sentiment, and concerns over sovereignty, (associated with Article X), may be referred to, but with a focus on the issue in the question.

Section 11: The Mexican Revolution (1884–1940)

- 21.** “Porfirio Diaz’s loss of political control was due to social inequality.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Porfirio Diaz’s loss of political control was due to social inequality. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of social inequality and other factors, or they may prioritize their assessment of the former. However, both aspects will be a feature of the response. Candidates may refer to the widespread poverty, unequal land distribution, poor living and working conditions of Mexican peasants and workers. Other relevant factors, for example economic factors, Diaz’s advanced age, and the lack of social mobility of the bourgeoisie, local and provincial elites may be referred to, but with a focus on the issue in the question.

- 22.** Examine the reasons for, and methods of, foreign intervention in the Mexican Revolution.

The question requires that candidates consider the interrelationship between the reasons for and methods of foreign intervention in the Mexican Revolution. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. As Mexico’s neighbour, the US was concerned about the impact of unrest on its own territory and intervened to restore the rule of law and protect their economic interests. Candidates may discuss the use of diplomatic methods, for example the placement of an embargo in 1912 and/or US refusal to recognize Huerta as president. Candidates may also refer to military intervention in Veracruz and/or General Pershing’s expedition to capture Pancho Villa.

Section 12: The Great Depression and the Americas (mid-1920s–1939)

23. Compare and contrast the nature and efficacy (effectiveness) of **one** US president's **and one** Canadian prime minister's solutions to the Great Depression.

The question requires that candidates give an account of the similarities and differences between the nature and efficacy of solutions offered in response to the Great Depression by one US president and one Canadian prime minister, referring to both throughout. When addressing efficacy, candidates may go beyond the timeframe but the points made must be clearly linked to the issue raised in the question. Candidates may refer to each leader's economic and political philosophy as well as the actions taken. Issues that might be raised for comparison and contrast include tariffs, the extent of government relief, unemployment efforts, civil works projects, deficit spending and the effectiveness of the leader's communication with the masses. Candidates may also apply data as to the extent of economic restoration or discuss the role of the Second World War in aiding economic recovery. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

24. Discuss the economic **and** social challenges of the Great Depression in **one** Latin American country.

The question requires that candidates offer a considered and balanced review of the economic and social challenges of the Great Depression in one country of Latin America. Challenges may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of economic and social challenges, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Candidates may refer to economic challenges such as the loss of external markets and foreign investments; the fall of international prices of commodities; inflation and/or new restrictions to international credit. Candidates may refer to social challenges such as the impact of internal migration and urbanization, and/or social tensions among the urban working classes because of rising unemployment.

Section 13: The Second World War and the Americas (1933–1945)

25. “The desire to defeat Japan was the main reason for the use of atomic weapons by the US.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Candidates may refer to US officials believing that a costly invasion would be required before Japan surrendered, thus weapons were dropped to shorten the war and save American lives. The battles on Iwo Jima and Okinawa may be examined to reflect the kind of defence the Japanese could make. Candidates may also refer to multiple opportunities for surrender offered to Japan, which had not been accepted. Other relevant factors, for example the US’s desire to display power over the USSR; the expense of the Manhattan Project and/or retaliation for Pearl Harbor, may be referred to, but with a focus on the issue in the question.

26. Examine the economic effects of the Second World War on **two** countries of the Americas.

The question requires that candidates consider the economic effects of the Second World War on two countries of the Americas. Candidates may offer equal coverage of effects on both countries, or they may prioritize their discussion of either one. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to a wide range of effects of war on domestic economics including inflation, end of the Depression, changes in trade patterns, industrialization, changes in the economic role of government, economic integration of markets, and promotion of technology. The examination of economic effects is relevant up to 1945. Answers will vary according to the selected case study. Within Latin America some possible countries could be Brazil, Argentina or Mexico; Canada and the US might also be popular choices. While other relevant factors, for example social effects, may be referred to, they would be relevant mainly as context for the issue raised in the question.

Section 14: Political developments in Latin America (1945–1980)

- 27.** Evaluate the contribution of social and cultural policies to Fidel Castro’s rule to 1980.

The question requires that candidates make an appraisal of Castro’s rule as indicated in the specified timeframe. Policies may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of social and cultural policies, or they may prioritize their discussion of one of them. However, both will be a feature of the response. Candidates may refer to the Literacy Campaign (1961) and other policies to improve access to education. They may discuss health programmes that reduced infant mortality and/or policies towards women. Cultural policies applied propaganda to exaggerate the success of programmes and promote nationalism, reflecting the spirit of the revolution. Other relevant factors, for example the role of the secret police to control dissent, may be referred to, but with a focus on the issue in the question.

- 28.** “Economic rather than social policies were responsible for the crisis of democracy in Latin America.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of economic and social policies, or they may prioritize their discussion of economic policies. However, both aspects will be a feature of the response. For economic policies, candidates may refer to the limited success in controlling unemployment or inflation; the rise of public deficit; nationalization. Candidates may discuss the extent to which policies to achieve greater social equality, such as agrarian reforms, led to protests against the democratic governments. Other relevant factors, for example, the role of foreign intervention, may be referred to, but with a focus on the issue in the question.

Section 15: Political developments in the United States (1945–1980) and Canada (1945–1982)

29. Compare and contrast the domestic policies of Nixon and Ford.

The question requires that candidates give an account of the similarities and differences between Nixon and Ford in terms of domestic policy, referring to both throughout. Candidates may refer to Nixon and Ford having inflation and deficit spending as main macroeconomic concerns, but may contrast Nixon's unorthodox policies such as freezes on wages and prices to deal with inflation with Ford's non-interventionist "Whip Inflation Now" (WIN) campaign. Both adopted tax cuts (1972 and 1975) to boost the economy when facing recession, disregarding fiscal deficit. Both believed that states should be granted increased economic powers. Still, unlike Nixon's ideas under revenue sharing, Ford denied federal bailout to New York City. Socially, although both enacted policies that improved women's condition, Nixon publicly opposed the Equal Rights Amendment (ERA). Candidates may discuss greater achievements under Nixon for African Americans (school desegregation in the South, Philadelphia Plan), even if Ford was said to have a more liberal stand on civil rights. Both opposed federal bussing programmes. Electorally, candidates may contrast Nixon's Southern Strategy with Ford's attempt to capture the African American vote and refer to challenges faced by both administrations due to Democratic majorities in the House of Representatives. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

30. Discuss the reasons for the rise of nationalism in Quebec.

The question requires that candidates offer a considered and balanced review of the reasons for the rise of Quebec nationalism. Candidates may refer to the Quiet Revolution's contribution to the formulation of a national identity in Quebec, as identity moved from French Canadian to Québécois, and goals of Quebecers started to differ from those of the francophone minority that also lived in Canada. Nationalism grew stronger as Lesage's government promoted social and economic reforms, which empowered the Quebec society. Candidates may examine the impact of the implementation of a welfare state in Quebec in the formulation of a social democratic form of nationalism. Contributions in the expansion of civil service, educational reform, nationalization of business and government sponsoring of the arts may be examined. Candidates may also argue that the rise of the Quebec sovereignty movement was a consequence of the Quiet Revolution, examining the creation of the sovereigntist Parti Québécois in 1968 or actions by the Front de libération du Québec. Both importance and limitations must be clearly indicated but there does not need to be an equal number of/focus on each. Other relevant factors, for example the contribution of the Great Depression and/or the Second World War, may be referred to, but with a focus on the issue in the question.

Section 16: The Cold War and the Americas (1945–1981)

- 31.** Examine the social and cultural impact of the Cold War on the US during Truman's presidency.

The question requires that candidates consider an argument in a way that uncovers the assumptions and interrelationships of the social and cultural impact in the US resulting from the Cold War during the Truman administration. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of social and cultural impact, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. Candidates may refer to the psychological impact of events, such as the Rosenberg case and the accusations of McCarthy. The impact of the Cold War on Hollywood and the mass media might be explored due to the emphasis on anti-Communist themes. Support for the civil rights movement to avoid claims of hypocrisy may also be advanced.

- 32.** Discuss the reasons for, and characteristics of, Eisenhower's New Look policy.

The question requires that candidates offer a considered and balanced review of the reasons for and characteristics of Eisenhower's New Look policy. Causes/reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the reasons for and characteristics of the policy, or they may prioritize their discussion of either. However, both aspects will be a feature of the response. As to reasons, candidates may refer to the rising costs of conventional warfare, concerns over inflation and deficits, and the corrupting nature of the military–industrial complex (as expressed in Eisenhower's farewell address). As to characteristics, candidates may develop the reduction of conventional forces, the expansion of the air force and the Strategic Air Command (SAC), the emerging ballistic missile programme, as well as the increased use of covert operations (for example in Guatemala).

Section 17: Civil Rights and social movements in the Americas post-1945

- 33.** To what extent did the civil rights movement in the US end segregation in the South between 1955 and 1980?

The question requires that candidates consider the merits or otherwise of the suggestion that the Civil Rights movement in the US ended segregation in the South by 1980. Factors that led to the end of segregation in the South and that occurred outside the timeframe may be included, but they must be clearly linked to the issue in the question (for example, paving the way for the civil rights movement). Candidates may refer to Brown I and Brown II as Supreme Court cases that both challenged yet perpetuated segregation. The attempt to integrate Central High in Little Rock, Arkansas or the James Meredith effort to enrol in the University of Mississippi may be addressed to illustrate the limited extent of integration. They may also discuss the Montgomery bus boycott for its impact on integration of transportation. The extent to which public school closures and their replacement with private schools limited educational integration in elementary and secondary schools may also be applied. Other relevant factors, might include the extent of southern de facto segregation, as illustrated by such factors as housing patterns and church and social club membership which was largely unchanged into the 1970s and beyond.

- 34.** “Youth protests of the 1960s and 1970s successfully challenged established authority.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that youth protests of the 1960s and 1970s successfully challenged established authority. Candidates may place emphasis on protests in the US, but accept any country where youth protests occurred. Candidates may argue that youth protest successfully challenged Nixon to change US policy in Vietnam through anti-war protest, for example the 1969 Moratorium. However, they may discuss that US withdrawal from Vietnam was not necessarily an achievement of youth protest. Candidates may also argue that student protesters challenged university authorities, and refer to their successes at the University of California or Berkeley's Free Speech Movement. Still, they may discuss that change was not radical, as slogans questioning authority alienated those in a position to enact change. Candidates may argue that students were successful at challenging political authority, when the Democratic Party reformed the nomination process in 1972 to maximize youth participation. Students in Mexico protested against their government and in favour of land reform. Youth protests also occurred in Argentina, Brazil and Chile with varying causes and results.

Section 18: The Americas (1980–2005)

- 35.** “The policies of Mulroney (1984–1993) were effective in addressing Canada’s domestic issues.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. The discussion of domestic issues may extend beyond the timeframe but it must be clearly linked to the policies of Mulroney. Candidates may refer to Mulroney presiding over a period of strong economic growth with high job creation and low inflation, as well as his strong environmental record, which included negotiation of the Acid Rain Accord. Limitations that may be addressed include Mulroney’s passage of the unpopular Goods and Services Tax and the North American Free Trade Agreement (NAFTA) or the failed efforts toward constitutional revision.

- 36.** Discuss the domestic impact of terrorism.

The question requires that candidates offer a considered and balanced review of the domestic impact of terrorism. A comparative approach may or may not be used. Candidates may refer to increased security measures, such as border control. They may discuss domestic concerns about individuals’ right to privacy, for example, with the Patriot Act passed after 9/11. In some countries, terrorism had a negative impact on political institutions. For example, in 1992, Peruvian President Alberto Fujimori suspended the Constitution and dissolved the Congress, claiming to be fighting against terrorism. In other countries, for example Colombia, terrorism increased social conflicts as it forced internal migrations. Candidates may discuss the economic cost of terrorism: damage to life and infrastructure; impact on tourism and transport industries; increased costs of national security.
